

Jesse W Boyd Elementary

1505 Fernwood Glendale Road
Spartanburg, South Carolina 29307

Grades	PK-6 Elementary School	
Enrollment	615 Students	
Principal	Margaret Peach	864-594-4430
Superintendent	TBA	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	43	39	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No
2006	Average	Below Average	Yes

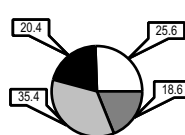
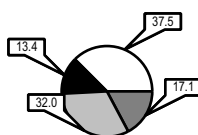
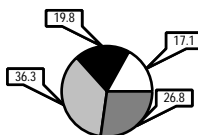
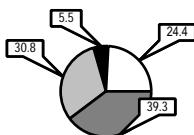
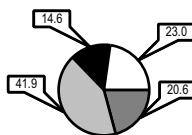
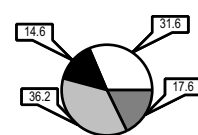
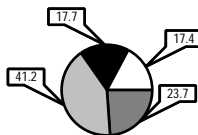
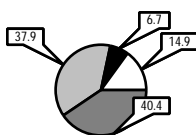
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	347	100.0	24.4	30.8	39.3	5.5	52.7	Yes	Yes
Gender									
Male	188	100.0	30.7	30.7	35.2	3.4	48.3	N/A	N/A
Female	159	100.0	17.1	30.9	44.1	7.9	57.9	N/A	N/A
Racial/Ethnic Group									
White	187	100.0	12.1	31.9	48.4	7.7	64.8	Yes	Yes
African American	140	100.0	41.9	32.6	24.0	1.6	32.6	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	27.3	9.1	63.6	0.0	72.7	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	297	100.0	17.0	32.9	44.2	6.0	59.0	N/A	N/A
Disabled	50	100.0	71.1	17.8	8.9	2.2	13.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	347	100.0	24.4	30.8	39.3	5.5	52.7	N/A	N/A
English Proficiency									
Limited English Proficient	21	100.0	30.0	25.0	40.0	5.0	60.0	I/S	I/S
Non-Limited English Proficient	326	100.0	24.0	31.2	39.3	5.5	52.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	153	100.0	43.6	31.4	24.3	0.7	34.3	Yes	Yes
Full-pay meals	194	100.0	10.1	30.3	50.5	9.0	66.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	347	100.0	17.1	36.3	26.8	19.8	60.4	Yes	Yes
Gender									
Male	188	100.0	20.5	29.5	28.4	21.6	58.5	N/A	N/A
Female	159	100.0	13.2	44.1	25.0	17.8	62.5	N/A	N/A
Racial/Ethnic Group									
White	187	100.0	6.0	32.4	32.4	29.1	75.3	Yes	Yes
African American	140	100.0	34.1	42.6	18.6	4.7	38.0	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	9.1	36.4	27.3	27.3	63.6	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	297	100.0	11.0	36.7	30.4	21.9	67.1	N/A	N/A
Disabled	50	100.0	55.6	33.3	4.4	6.7	17.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	347	100.0	17.1	36.3	26.8	19.8	60.4	N/A	N/A
English Proficiency									
Limited English Proficient	21	100.0	15.0	30.0	25.0	30.0	70.0	I/S	I/S
Non-Limited English Proficient	326	100.0	17.2	36.7	26.9	19.2	59.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	153	100.0	32.9	43.6	17.1	6.4	37.9	Yes	Yes
Full-pay meals	194	100.0	5.3	30.9	34.0	29.8	77.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	347	100.0	37.5	32.0	17.1	13.4	30.5
Gender							
Male	188	100.0	35.2	33.0	18.2	13.6	31.8
Female	159	100.0	40.1	30.9	15.8	13.2	28.9
Racial/Ethnic Group							
White	187	100.0	19.2	37.9	22.0	20.9	42.9
African American	140	100.0	65.1	24.8	8.5	1.6	10.1
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	36.4	27.3	18.2	18.2	36.4
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	297	100.0	31.4	34.6	18.7	15.2	33.9
Disabled	50	100.0	75.6	15.6	6.7	2.2	8.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	347	100.0	37.5	32.0	17.1	13.4	30.5
English Proficiency							
Limited English Proficient	21	100.0	30.0	25.0	25.0	20.0	45.0
Non-Limited English Proficient	326	100.0	38.0	32.5	16.6	13.0	29.5
Socio-Economic Status							
Subsidized meals	153	100.0	62.1	25.0	7.9	5.0	12.9
Full-pay meals	194	100.0	19.1	37.2	23.9	19.7	43.6

Social Studies							
All Students	347	100.0	25.6	35.4	18.6	20.4	39.0
Gender							
Male	188	100.0	23.9	34.7	21.0	20.5	41.5
Female	159	100.0	27.6	36.2	15.8	20.4	36.2
Racial/Ethnic Group							
White	187	100.0	12.1	36.8	22.5	28.6	51.1
African American	140	100.0	45.0	34.1	14.0	7.0	20.9
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	36.4	45.5	9.1	9.1	18.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	297	100.0	19.8	37.5	19.8	23.0	42.8
Disabled	50	100.0	62.2	22.2	11.1	4.4	15.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	347	100.0	25.6	35.4	18.6	20.4	39.0
English Proficiency							
Limited English Proficient	21	100.0	20.0	25.0	20.0	35.0	55.0
Non-Limited English Proficient	326	100.0	26.0	36.0	18.5	19.5	38.0
Socio-Economic Status							
Subsidized meals	153	100.0	43.6	36.4	12.1	7.9	20.0
Full-pay meals	194	100.0	12.2	34.6	23.4	29.8	53.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	77	100.0	17.1	31.6	40.8	10.5	51.3
	4	90	100.0	24.4	39.0	31.7	4.9	36.6
	5	84	100.0	25.9	46.9	25.9	1.2	27.2
	6	92	100.0	39.1	36.8	14.9	9.2	24.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	89	100.0	17.9	20.2	50.0	11.9	61.9
	4	82	100.0	19.5	41.6	32.5	6.5	39.0
	5	86	100.0	22.0	28.0	50.0	0.0	50.0
	6	90	100.0	37.6	34.1	24.7	3.5	28.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	77	100.0	14.5	55.3	19.7	10.5	30.3
	4	90	100.0	25.6	35.4	26.8	12.2	39.0
	5	84	100.0	25.9	39.5	21.0	13.6	34.6
	6	92	100.0	21.8	33.3	31.0	13.8	44.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	89	100.0	15.5	33.3	33.3	17.9	51.2
	4	82	100.0	14.3	39.0	28.6	18.2	46.8
	5	86	100.0	19.5	36.6	22.0	22.0	43.9
	6	90	100.0	18.8	36.5	23.5	21.2	44.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	77	100.0	19.7	36.8	35.5	7.9	43.4
	4	90	100.0	40.2	30.5	19.5	9.8	29.3
	5	84	100.0	48.1	34.6	14.8	2.5	17.3
	6	92	100.0	47.1	21.8	16.1	14.9	31.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	89	100.0	32.1	27.4	28.6	11.9	40.5
	4	82	100.0	36.4	32.5	13.0	18.2	31.2
	5	86	100.0	37.8	34.1	14.6	13.4	28.0
	6	90	100.0	43.5	34.1	11.8	10.6	22.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	77	100.0	9.2	38.2	27.6	25.0	52.6
	4	90	100.0	28.0	40.2	17.1	14.6	31.7
	5	84	100.0	38.3	39.5	16.0	6.2	22.2
	6	92	98.9	34.9	33.7	11.6	19.8	31.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	89	100.0	17.9	35.7	29.8	16.7	46.4
	4	82	100.0	23.4	35.1	20.8	20.8	41.6
	5	86	100.0	29.3	34.1	11.0	25.6	36.6
	6	90	100.0	31.8	36.5	12.9	18.8	31.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 615)				
First graders who attended full-day kindergarten	94.6%	Up from 64.1%	100.0%	100.0%
Retention rate	1.7%	Up from 1.3%	2.8%	2.8%
Attendance rate	96.2%	Down from 96.5%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.7%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.7%	0.2%	0.0%
Eligible for gifted and talented	34.0%	Down from 34.4%	14.7%	10.4%
On academic plans	37.7%	N/AV	28.0%	33.6%
On academic probation	18.2%	N/AV	0.0%	1.0%
With disabilities other than speech	8.2%	Down from 9.7%	7.3%	7.5%
Older than usual for grade	0.5%	Up from 0.2%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	57.1%	Up from 54.0%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.9%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.0%	Up from 90.5%	88.7%	87.3%
Teacher attendance rate	95.9%	Up from 95.8%	95.2%	94.9%
Average teacher salary	\$43,958	Up 3.7%	\$42,930	\$42,485
Prof. development days/teacher	16.1 days	Up from 14.9 days	12.6 days	13.3 days
School				
Principal's years at school	1.0	Down from 5.0	5.0	4.0
Student-teacher ratio in core subjects	13.6 to 1	Down from 14.8 to 1	19.6 to 1	18.6 to 1
Prime instructional time	89.2%	Down from 91.4%	90.2%	89.7%
Dollars spent per pupil*	\$7,465	Up 33.4%	\$6,125	\$6,557
Percent of expenditures for teacher salaries*	56.5%	Down from 65.0%	64.7%	64.0%
Percent of expenditures for instruction*	69.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	6.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Children first is the mantra of the Jesse Boyd Elementary School learning community. We strive each day to provide every child with many opportunities to stretch themselves creatively, intellectually, and emotionally.

Boyd is truly a community of learners, and that begins with our teachers as role models. Many teachers participate in monthly professional development study groups to learn innovative teaching strategies and research-based teaching models. This has given our staff additional resources to meet the individual needs of our students. Our work on the Power Standards Initiative this year has provided for more strategic and focused instruction for the upcoming school year. Working in tandem with this effort is our focus on integrating science and social studies with our language arts curriculum. This provides comprehensive exposure to the standards from a variety of venues. Our school is recognized by the community for its rich tradition of excellence in education.

In May of this year, Jesse Boyd received the 2006 Red Carpet Award for the second time. Spearheaded by our dynamic School Improvement Council, this award is truly a reflection of our warm and welcoming staff, students, and parents. We have also been awarded the 14 Carrot Challenge and the Healthy Schools Award.

Jesse Boyd's continued tradition of arts in education is demonstrated throughout our school with our many related arts programs. Our visual and performing arts program provides opportunities for students to develop talents and to express themselves creatively, including our artist in residence program and our MUSE Machine productions. Our physical education program has incorporated literacy action bags and healthy choices into the curriculum to promote strong bodies and minds. Our beautiful media center promotes the development of lifelong readers with an active Accelerated Reader Program and a large collection of books.

Boyd certainly enjoys tremendous parent involvement through countless volunteer hours, donated resources and materials to support the curriculum, an active PTSO and School Improvement Council, and tremendous community support. Our PTSO and SIC support family learning nights, field day, spirit nights, extra-curricular activities, and special teacher initiatives with both manpower and financial resources. Our school has enjoyed working with USC-Upstate through an arts partnership grant and educational outreach programs.

Our commitment to service learning is demonstrated by our work for local charities. These include Relay For Life, Jump Rope for Hearts, Susan B. Komen Cancer Research, Katrina Relief, Spartanburg Humane Society, and canned food drives. These many selfless acts are examples of the kind and generous spirit of Boyd. Jesse Boyd is a great place to work and learn. It is easy to see why we believe, "There's no place we'd rather be than JBE."

Margaret Peach, Principal
Sonny Moss, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	55	80	51
Percent satisfied with learning environment	96.4%	63.6%	87.8%
Percent satisfied with social and physical environment	100.0%	67.1%	87.8%
Percent satisfied with school-home relations	98.1%	82.5%	86.0%

*Only students at the highest elementary school grade level at this school and their parents were included.